R E P O R T R E S U M E S

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STUDENT TEACHER PREFERENCES AS PREDICTORS OF THEIR TEACHING BEHAVIOR.

BY- FRANKIEWICZ, R. G. MERRIFIELD, P. R.

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USING MORE RELIABLE AND INTERPRETABLE FACTOR SCORES THAN THE INVESTIGATORS EMPLOYED IN EARLIER STUDIES OF TEACHERS' PERCEPTIONS OF THEIR ROLES, THIS WAS AN INVESTIGATION OF THE VALIDITY OF FOUR ROLE-COMPONENT SCORES FROM THE STERN TEACHER PREFERENCE SCHEDULE (PROFESSIONAL PRIDE, HIERARCHY OF MANAGEMENT, PRACTICAL GOAL ORIENTATION, AND AFFILIATION WITH PUPILS) AS PREDICTORS OF FIVE TEACHING BEHAVIOR SCORES BASED ON "OSCAR" (SEATWORK, AFFECTION, TEACHER NONVERBAL SUPPORT OF LEARNER, TEACHER VERBAL SUPPORT OF LEARNER, AND TEACHER EMPHASIS ON PROBLEM STRUCTURING). PROFESSIONAL PRIDE AND HIERARCHY OF MANAGEMENT CONTRIBUTED NEARLY EQUALLY TO UTILIZING SEATWORK (R .25). AFFECTIONATE CLASSROOM BEHAVIOR BY THE TEACHER WAS RELATED POSITIVELY TO AFFILIATION WITH PUPILS AND NEGATIVELY TO PRACTICAL GOAL ORIENTATION (R .35). NEARLY EQUAL CONTRIBUTIONS TO THE ACCOUNTABLE VARIANCE OF AFFECTIONATE CLASSROOM BEHAVIOR WERE MADE BY THE TWO ROLE COMPONENTS. MATRICES OF INTERCORRELATIONS AND OF REGRESSION COEFFICIENTS ARE GIVEN FOR THE FOUR ROLE COMPONENTS AND FIVE TEACHING FACTORS. (RF)

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Student Teacher Preferences as Predictors Of Their Teaching Behavior

R. G. Frankiewicz
P. R. Merrifield
Kent State University

The degree to which a teacher identifies with role-components in the teaching situation may well influence that teacher's classroom behavior. The latest in a series of studies on this problem is an investigation of the validity of four role-component scores from the Stern Teacher Preference Schedule (Stern and Masling, 1961) as predictors of five teaching-behavior scores based on measures selected from the OScAR (Medley and Mitzel 1958).

In one previous study, (Frankiewicz and Merrifield, 1966) the twenty scales of the STPS were administered to 99 student teachers prior to their student-teaching experience; the resulting factors were:

A. Professional pride;
B. Hierarchy of management;
C. Practical goal orientation;
D. Affiliation with pupils.

In a second study, the OScAR factors, based on measures obtained during student teaching (Merrifield, et al., 1966) were:

1. Seatwork;
2. Affection;
3. Teacher nonverbal support of learner;
4. Teacher verbal support of learner;
5. Teacher emphasis on problem structuring.

Factors in each study were rotated to orthogonal simple structure.

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In the third study, zero-order correlations among the twenty STPS measures and five OScAR composites showed that eight STPS measures in various combinations were related to seatwork, affection, and problem structuring (Merrifield, 1966).

In the current multiple-correlation study, these relationships were clarified by using the more reliable and interpretable factor scores computed for the four STPS predictors and five OScAR criteria. The behavior of utilizing seatwork was a function of the role-components of professional pride and hierarchy of management ($R = 0.25$, $p < 0.05$); the relative contributions of the two role-components as predictors were nearly equal. Affectionate classroom behavior by the teacher was related positively to affiliation with pupils and negatively to practical goal orientation ($R = 0.35$, $p. < 0.01$). Again nearly equal contributions to the predictable variance of affectionate classroom behavior were made by the two role-components.

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Table 1. Matrix of intercorrelations, STPS and OScAR[a]

STPS	A	B	C	D	I	II	III	IV	V
A. Professional pride	-	.05	-.02	.08	.17	-.02	.12	-.05	.15
B. Hierarchy of management		-	.01	.04	.19	-.10	.01	-.14	.03
C. Practical goal orientation			-	.03	-.06	-.24	-.06	.03	-.12
D. Affiliation with pupils				-	.03	.26	.05	.04	06
OCsAR									
I. Seatwork					-	-.01	.07	-.11	.53
II. Affection						-	.17	.14	.18
III. Teacher nonverbal support of learner							-	.35	.11
IV. Teacher verbal support of learner								-	.02
V. Teacher emphasis on problem structuring									-

Table 2. Matrix of regression coefficients[a] in which j^{th} column is the beta coefficients applied to the four STPS predictors when criterion is j^{th} dimension of OScAR

		OScAR				
		I	II	III	IV	V
STPS	A.	.15	-.04	.12	-.05	.14
	B.	.18	-.11	.00	-.14	.02
	C.	-.05	-.25	-.06	.03	-.12
	D.	.01	.27	.04	.04	.05

[a] N = 99